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ABSTRACT

The conviction that a complete reform of the educational system was necessary has won over the minds of the Spanish people and the government. The observations made from all levels about the bases of the educational policy were borne in mind in the preparation of the Draft Law of Education and Financing of the Educational Reform, which, having been approved by the government in September 1969, was presented to Parliament by the Ministry of Education and Science in April 1970; 13,000 amendments were made to the Draft, published August 4, 1970. The Spanish Reform Bill is inspired with the conviction that all those who share in educational tasks must be committed to the success of educational work, and that those who are responsible for these tasks must have their minds open to experiment, reform, and collaboration from whatever source this may come. The concept of social integration is one of the ideological keystones of the reform. The legal methods for achieving it are that General Basic Education shall be compulsory and free in all public and private sectors. The inter-relation between the different educational levels is another of the notable characteristics of the new systems. It is also sought to improve the yield and quality of the education system. (Author/JM)

SEMINARIO INTERNACIONAL SOBRE PROSPECTIVA DE LA EDUCACION

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I. LA EDUCACION Y SU CONTEXTO ECONOMICO, SOCIAL Y POLITICO A LARGO PLAZO.

1. La educación frente a su evolución tecnológica.
2. Los impactos previsibles en la educación del desarrollo económico, social y político.

II. HACIA UNA EDUCACION PERMANENTE DEL HOMBRE DE LA SOCIEDAD POST-INDUSTRIAL.

1. El individuo en la sociedad post-industrial.
2. El futuro de la educación permanente.

III. INVESTIGACIONES EN CURSO E INSTITUCIONALIZACION DE LOS ESTUDIOS PROSPECTIVOS.

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I. EDUCATION AND ITS LONG-TERM ECONOMIC, SOCIAL AND POLITICAL FRAMEWORK.

1. Education and its technological evolution.
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II. TOWARDS A LIFE-LONG EDUCATION OF MAN IN THE POST-INDUSTRIAL SOCIETY.

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III. RESEARCH UNDER WAY AND INSTITUTIONALIZATION OF THE PROSPECTIVE STUDIES.

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1. L'individu dans la société post-industrielle.
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INTERNATIONAL SEMINAR ON THE PROSPECTIVE OF EDUCATION

REPORT EDUCATIONAL REFORM IN SPAIN

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I. ANALYSIS OF THE PRESENT EDUCATIONAL SYSTEM TAKEN AS THE STARTING POINT OF THE REFORM

The legal established order that has governed our educational system in its entirety conformed to the scheme, now some hundred yeard old, set out in the Moyano Law of 1857. Educational objectives at that time were conceived in a very different way and reflected a class custom opposed to the desire, today generalized, to democratize education. It was a matter of dealing with the needs of a society different from that of today: a country of fifteen million inhabitants, seventy-five per cent of them were illiterate, two and a half million farming workers and two hundred and seventy thousand destitute persons, with a pre-industrial socio-economic structure in which a few isolated attempts at industrialization could hardly be noted. It was an educational system for a static society which has been largely overtaken by the evolution of Spanish society.

The partial reforms that have been introduced into our educational system, especially in the last thirty years, have enabled the social demand for education to be satisfied in growing measure and have enabled the new requirements of Spanish society to be met. But it has not kept up with the social demand, as in most other countries. Therefore, the educational problems which our country has at the present time need an extensive and through reform that may provide for the new needs which cannot be superficial and hasty measures.

If we consider the essential and necessary conditions that the structure of an efficient educational system must combine —**harmony and inter-relation** between the different levels and methods of education, **fitness for the psycho-biological evolutionary cycles of the student,** a clear realization of the intended social and political purposes and a **close connection with the occupational structure**— the organization of education in Spain until 1970 leaves much to be desired.

The disharmony between the different educational grades was shown in several important aspects. The absence of a basic Law which would make sense of the whole educational problem has meant that each of the Laws corresponding to each educational grade caused a more marked separation between them, which made it impossible to state accurately and with an overall view, the purposes they ought to fulfil and the specific contribution which each must make to the unitary training of the students.

This division of the structure of the educational system into isolated compartments (see graph 1) affected the separation between the teachers in the different cycles. The curricula and study programmes also suffered from an original defect: they did not take into account, at least to a sufficient extent, the

contents of such curricula and study programmes at the previous level. The transition from primary to secondary education, for example, was rather sharp: the child, at the age of ten, passed from one course of unitary education in charge of a single teacher on to another under several teachers, each one with different requirements and work methods, and thus the responsibility for the integral training of the student was diluted.

A very serious anomaly could be observed in the basis of the structure of the Spanish educational system: the existence of two different levels of primary education. For children who enter Centres of Secondary Education, primary school instruction lasted only until the age of ten; for the others, it lasted until the age of fourteen. There was no logical justification for this double systetm and it arose an unfair discrimination in respect of the possibilities of access to education for a very large part of the population. Society therefore lost the contribution, which was potencially so important, of the minds which did not get their benefit due to he difficulties which the sector of the population that continued in the primary school after the age of ten encountered, in order to continue studying at secondary level. From the point of view of social integration, the deplorable consequences were obvious arising from a differentiation established between children of the same country in the very same basis of the educational system.

On the other hand, admission in General Secondary Education at the age of ten was premature. In the process of psychological development of the child and of the capacity of learning, the age of ten does not have a special significance. On the contrary, at about the age of eleven or twelve, as the studies of evolutionary psychology have proved, a new psychological phase generally begins, which is characterized, amongst other things, by a greater capacity to understand abstract thought, which is of great importance for learning. This early leaving from the primary school compelled the centres of Secondary Education to fulfil functions which more properly belonged to the primary cycle, in order to fill the gaps in their knowledge which the students had at that time.

In the admission from primary education to the Centres of Professional Training, existed difficulties in addition to those outlined in connection with the General Secondary Education. The most important ones lay on the fact that the curricula in the Professional Training schools were not synchronized with General Secondary Education and that there was very little connection with other educational levels, which considerably limited the students' opportunities for promotion within that system.

The inflexibility of the structure of the system also showed itself within the secondary and higher educational levels. In the secondary education and especially in the speciality technical subjects, the passing from one speciality subject to another involved a tiresome process due to the lack of a rapid and flexible system of inter-relations, which is absolutely necessary at a stage in student life when the vocation and aptitudes of the student have not been clearly defined. Furthermore, in certain cases, existed superpositions which are hardly justified. In Higher Education, the very rigid and differenciated curricula which supported the traditional careers of long duration did not permit either

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the easy transfer from one speciality to another. In this way, any vocational hesitation (so frequent, moreover, in youth) could cause disastrous consequences for the individual and, in the end, for society. Neither did easily accesible possibilities exist to rejoin the educational system from the working world. Lastly, the lack made itself felt permanent educational activities within the educational system, which would permit the bringing up to date of knowledge and skills and professional reorientation.

Mobility within the educational system was affected amongst other factors, by two internal problems of the system: exams and the lack of educational and professional orientation services. The problem of exams in Spain required a serious review, since, in certain cases, the genuinely instructive purposes of education were being subordinated to immediate success in fixed tests which produced large blockages. Thus, the Elementary Grade exam was passed by less than 50 % of the students registered in the 1965-66 course and the maturity test (pre-university) was passed by 42.6 % of those registered. Although concrete data are not available, it can be estimated that in Higher Education, between 50 % and 60 % are lost in the selective courses. Summing up: of each 100 students who started Primary Education in 1951, 27 were able to enter Secondary Education; 18 passed the Elementary Bachillerato final exam and 10 the Higher Bachillerato; 5 passed the Pre-university and 3 students completed university studies in 1967.

The lack of appropriate educational and vocational orientation services also unfavourably affected the total situation of the educational system. Many dificulties and failures would have undoubtedly been avoided if the student would have felt that he was being helped and guided at certain times during his student life, both as regards problems of learning and any situation of a personal nature.

The need for orientation was equally imperative at the time of choosing between the speciality which the educational system offered at its secondary and higher levels. This orientation could not be thought of as something sporadic, but as a continuous process.

The possibilities of access to education were very much conditioned because of the socio-economic class of the family. It might be said that until the enacting of the Law, two educational systems existed in our country: one for the families of the middle and upper socio-economic class, and another for the less favoured social sectors. In the first case, the families usually sent their children to private centres of Primary of Secondary Education and subsequently, they had the possibility of pursuing university studies. From the second social group came the students of the Government Primary schools. The possibilities which these students had to study after Primary Education were fairly limited for economic reasons, and generally, they dropped out at the secondary level of education or at the level of professional training. Without ignoring the effort made in relation to the expansion of education and the policy of scholarships or assistance for the student, it can be stated that our educational system is still only half-way to achieving its two-fold objective, namely, to be a decisive instrument

of social mobility and that access to the highest levels of education should be given having into consideration the aptitude for study and not the economic circumstances of the family.

II. PREPARATION OF THE REFORM

The conviction that a complete reform of our educational system was necessary, has won over the minds of the Spanish people and the Government. The Reform has come as a result of the clamorous popular desire to give our country a fairer and more efficient educational system and one more in accord with the aspirations and with the dynamic and creative spirit of Spain of today.

To start the Reform, the advice of the most able professional sectors and of the most representative bodies of Spanish society were counted on. In 1969, as a result of such advice, the study entitled «Education in Spain bases for an educational policy» (White Paper) Spain; was published. The summary of the Spanish educational system which the White Paper presented and the development of the general lines of educational policy which the Government proposed to follow have formed a plan to guide the consultation with Spanish society, which has responded with an unprecedented comprehension and enthusiasm and has contributed to a wealth of criticisms and suggestions. This process of collective participation in the Reform started in 1968. After a first preparatory meeting which took place in Buitrago in October of that year, numerous woorking meetings on a technical level took place with teachers and specialists from the different educational levels to consider the bases of a coherent educational policy.

All that culminated in 1969 with the publication of the «White Paper» (Education in Spain, bases for an educational policy), which, after approval by the Spanish Government, was presented to Parliament, and submitted to a full national debate. The «White Paper» was shaped by sectors representative of national life, by teaching institutions and by the the teaching profession, etc., and its publication stimulated full public participation through the communication media. The most outstanding reports were published in two volumes by the Ministry of Education and Science. The general lines of the Reform were also shaped, after its meetings in March and November 1969, by the Committee of International Cooperation for the Reform of Education in Spain.

The process of public participation to which the Spanish reform was subjected has contributed to a great popular awareness of its necessity. The observations made from all levels about the bases of the educational policy were borne in mind in the preparation of the Draft Law of Education and Financing of the Educational Reform, which, having been approved by the Government in September 1969 was presented to Parliament by the Ministry of Education and Science in April 1970. 13,000 amendments were made to the Draft, and after submittal

to the Parliamentary Education, Finance and Budget Committees for their opinions was approved by their Plenary Meeting on 28th July and published on 4th August 1970.

III. GUIDING PRINCIPLES AND STRUCTURE OF THE NEW EDUCATIONAL SYSTEM

1. GUIDING PRINCIPLES

The Spanish reform conceives education as a continuous un completed task; in view of this, the Bill contained within its elf the necessary mechanisms of self-correction and **flexibility**, so that, with the desire to attain success, there was no teaching hypothesis which was rejected, except after trial, nor assistance which was not thankfully accepted, since, in short, Education is the task of the whole country.

The spirit of the Reform does not therefore consist in the establishment of a body of teching dogmas recognised by all, nor in the authoritarian imposition of fixed criteria. Rather, it is inspired with the conviction that all those who share in educational tasks must be submitted to the success of educational work, and that those who are responsible for these tasks must have their minds open to experiment, reform and collaboration from whatever source this may come.

An essential characteristic of the new educational system will be its flexibility in adapting itself to the continuous social and economic transformation of the world of today. The educational system shall not be as it was before, to a large extent, a rigid and closed system, related to its enviroment, but a creation open and subject to consant evolution and innovation and which can therefore be moulded to the changing circumstances of the country's development. The reform does not conceive the educational system as a hard and fast intangible model, but as an elactic organism adaptable to the natural evolution of human life. Thus, the juridical working of the Law shall be submitted, at all times, to the demands of teaching tecniques, and therefore, the elacticity which it possesses, and the lee-way it allows should not be regarded as deficiencies of what a rule ought to be, but, on the contrary, as positive and encouraging requirements for the regulation of such a delicate matter as education. In this way, and apart from its «open» drafting, the Bill provided in article 8 for a periodical revision mechanism, which must be at least once a year.

The concept of social integration is one of the ideological keystones of the reform. The legal methods for achieving it are that General Basic Education shall be **compulsory and free.** With the implementation of the Law, General Basic Education shall be **compulsory and free** in all public and private sectors. Thus, there will be brought to an end an anti-social and traditional dualism, which, through the so-called feepaying schools, gave rise from childhood to a division contrary to every social rule of coexistence. The Law of Education provides for the extension, when economic resources so permit, of free schooling at the ather educational levels especially at Bachillerato and Nursery levels.

In addition to free General Basic Education, the Bill of Education, in order to guarantee the right to education at the higher levels, made provisions for the establishment of a system of financial assistance, subsidies and loans to students who lacked the necessary economic means. These aids will be granted with due regard to the aptitude, intellectual capacity and proficiency of the students in need of such assistance.

This reform envisages education as a **uniform process** without slackening continuity. The uniformity of this process affects man's whole life and establishes harmony between his capacity and his vocation. This implies that all stages of education should be linked to one line of development, one standard and one objetive and that each one should serve as the basis and support of the next higher stage. The conception of th educational system as a unified process creates an internal connection between its different grades. In this way the serious difficulties of disharmony are avoided, and the objetives which each educational level seeks to fulfil and the particular contribution which each must make to the overall educational formation of the students can be fixed and arranged accurately.

The inter-relation between the different educational levels is another of the notable characteristics of the new system. With such inter-relation, the educational and formative channels which the Bill of Education provided for, are interconnected, so that the student can pass easly from one level or educational activity another, taking every advantage of the effort and time spent. Through these means of reorientation many cases of vocational frustation are avoided, and the necessary means of readaptation with regard to employment structure are facilitated. This interrelation involves a very important change in the matter of Professional Formation. This is no longer special teaching at one side of the educational system so that it will unite itself, through the means of access in its various grades, with the other levels or academic cycles and adapt itself to the strict transmission of skills belonging to a certain work level.

Amongst the objectives which the Bill proposed, the following are particulary prominent: to make the whole Spanish population participate in education; to complete the general education with a professional preparation which will enable the individual to be usefully incorporated into the w rking world; to offer everybody equality of educational opportunity, without any other limitation than that of studying capacity; to set up an educational system which is characterized by its uniformity, flexibility and inter relationship at the same time providing a full range of possibilities for permanent educational and a close relationship with the requirements of the dynamic social and economic evolution of the country. In the last analysis, it is a matter of building up a permanent educational system which is not conceived as a selective sieve for students, but rather one which is capable of developing to the utmost the capacity of each and every Spaniard.

The new structure of the system (see graph 2) accords with the objectives previously mentioned. The first educational level will be Nursery Education, the basic object of which be to develop harmoniously the personality of the child, including his mental and spiritual development. The period of General Basic

Education hich will be the same, compulsory and free for all Spaniards, is intended to end all discrimination and forms the essential basis of equality of educational opportunities. This equality will be brought about throughout the other levels of education. The uniform and all-purpose Bachillerato, since it offers a wide range of practical and professional educational possibilities allows the best use to be made of the students' aptitudes, and avoids the excessively theoretical and academic nature which has characterized it. It should be free within the next ten years. University education will be enriched and will acquire the proper flexibility on introducing into it different cycles and better prospects of professional specialization. At all times during the educational process, once the General Basic Education period has been passed, professional training possibilities will be offered to the student which are inter-connected with the other educational levels, as well as the possibility of recommencing studies at any time during his working life.

It is also sought to improve **the yield and quality of the education system.** In this respect, the continous training and improvement of the teaching profession is considered fundamental as well as the improvement in its social and economic status. In order to achieve the firt of these objetives, the Institutes of Educational Science will play a part of the greatest importance. Such Institutes, established in each and every Spanish University must perform services of immeasurable value to the educational system, thereby fulfilling the governing mission of the University must perform services of immeasurable value to the educational system, thereby fulfilling the governing mission of the University in the educational plan. In order to increase the efficiency of the educational system, it encompasses revision of the content of education, orientating it more towards the formative aspects and the training of the student to learn for himself than towards memory learning, in order to establish a closer relationship between curricula subjects and the requirements of the modern world. At the same time, it will avoid the growing scope of programmes and will provide for the introduction of new methods and techniques of education. Also included will be the careful evaluation of scholactic yield or the creation of educational and professional orientation services and the rationalization of various aspects of the educational process which will prevent the latter from being subordinated to exam success.

The reform is inspired by the analysis of the educational situation which exists at present in our own country, and contrasted with the experiences of other countries. The Law will allow the necessary reorientations and innovations, not only for the application of the reform which it involves, but also for its adjustment to the changing circumstances of a very dynamic society like that of today. However, this flexibility will not prevent the State from directing all educational activity, and thus he essential task ought to be stressed of formulating policy in this sector, of planning education and evaluating it at all levels and centres.

2. STRUCTURE OF THE NEW EDUCATIONAL SYSTEM

The new structure of the system (see Appendix 2) is in conformity with the objetives previously mentioned.

The new educational system is developed at these levels: Pre-School Education, General Basic Education, Bachillerato, University Education Professional Training, and Permanent Education for Adults. The education system also includes other types of instruction required to meet the peculiar needs of pupils (Special Education) and content (Specialized Education).

2.1. Pre-School Education.

The Pre-School Education period lasts four years, for children between two and six.

Its fundamental objective is to achieve the harmonious evolution of the child's personality and his or her mental, spiritual and social development. Its content includes games, language activities, rythmic expression, nature observation, logical and pre-numerical exercises, and development of the sense of community.

Pre-School Education covers two stages: the first stage (Nursery School), for two and three year old children, in which training, though systematically organized, will follow the pattern of home life; the second stage (Infant School), for five and six year old children, where instruction becomes more and more systematic and oriented towards developing the child's personality and to facilitating the free outlet of his possibilities.

Pre-School Education will be voluntary and free in state centres and may be so in non-sate, concerted centres.

2.2. General Basic Education.

General Basic Education covers an eight-year period, normally intended for children between six thirteen years. It seeks to give integral, basic, non-specialized education, fundamentally the same for all and adapted to the individual aptitute and ability.

Its content comprises the following areas of knowledge:

- — Knowledge of the language (national language, the study of a foreign language, and the use of the vernacular in bilingual areas).
- — Initiation to the knowledge of the physical, mechanical and mathematical world.
- — Development of artistic abilities.
- — Religious instruction.
- — Vocational work and development of physical skills.

General Basic Education is evolved at two stages: in the first stage (from six to ten years of age), concentration is on teaching the material as a whole; in the second stage (from eleven to thirteen years of age), the areas of know-

ledge are gradually diversified and instruction adapted to the pupil's mental evolution and to the development of his perception of abstract thinking.

General Basic Education will be compulsory and free in all state and non-state centres.

Final evaluation of each course during the first stage will be made by the teacher based on an appraisal of the results obtained by the pupil in the educational process. During the second stage, evaluation will be made through flexible tests prepared by a team of teachers in each centre.

At the end of General Basic Education, pupils will receive a degree as School Graduate or a Certificate of Schooling, depending on the level of proficiency shown. The former gives access to the Bachillerato and the latter qualifies for entry to first grade Professional centres.

2.3. Uniform, Multi-Purpose Bachillerato.

The Bachillerato has a duration of three years, from forteen to sixteen years of age. Its objective is to continue the humanistic education of students and, further, by building up their information, to prepare them for higher education, second grade Professional Training, and for an active life within the community.

It is uniform in that it leads up to a single degree (thus eliminating the old duality of 'Arts' and 'Sciences') and it is multi-purpose in that it offers, apart from common and optional subjects, a technico-professional instruction.

The Bachillerato comprises common subjects (social, anthropological and language areas, mathematics, natural sciences, and artistic, religious and physical instruction), optional subjects, and an occupational activity.

Assessment of pupil's achievement is made:

— In state centres and in non-state homologated centres, based on a joint grading made by all the pupil's teachers.

— In non-state qualified centres, based on the appraisal of a mixed Examination Board formed by teachers from the Centre concerned and from state centres, having regard to the achievement of pupils throughout the course.

Appraisal of extra-mural students will be based on tests taken in state centres at the end of each course.

The Bachiller degree gives accessibility of second grade Professional Training and to the University Orientation Course.

2.4. University Education and Orientation Course.

2.4.1. University Orientation Course

University Education will be proceded by a one-year orientation course open to those who possess a Bachiller degree or who have successfully completed

second grade Professional Training. The content of this course is designed to further develop the personality of students who with to pursue higher education, and to complete their training under a coordinated program which includes fundamental, human and natural Sciences so as to orient them towards the profession for which they show best ability and vocation.

The university orientation course includes:

— A plan of studies with a nucleus of common subjects and other optional subjects, to facilitate vocational orientation.

— Common lectures and seminars conducted by experts in the different disciplines, to give a picture of the sciences and professions.

— Instruction in the acquisition of techniques for intellectual work.

Evaluation in the orientation course will be based on the quality of the activities performed by the students, using as evidence their oral or written résumés of explanations given, the acquisition of techniques for intellectual work and any other tasks which may be laid down.

The Orientation Course will be programmed and supervised by the University and given in state Bachillerato Centres and in non-state, authorized centres.

2.4.2. University Education.

The objective of University Education is to complete the integral education of the young, to train for the professions needed by the country, and to provide in-service further professional training. Other objectives of the University are: the development of cultural progress and of scientific research, as well as the improvement of the nation's educational system.

University education is open to those who have passed the orientation course and to the over 25 years old who, not having taken Bachillerato studies, pass the tests to be statutorily provided for this purpose on the proposal of the Universities.

University Education is organized as follows:

— **University Education given at Faculties and Technical Colleges.** This includes:

1) A first cycle devoted to the study of basic disciplines, with a duration of three years. Those who conclude the studies in this cycle and pursue third grade professional training will receive the degree of Diplomate, Technical Architect or Technical Engineer.

2) A second cycle of specialization, lesting two years, which leads to the degree of Licentiate, Engineer or Architect, qualifying to practise the profession concerned and giving access to the third cycle.

3) A third cycle of specific specialization and training for a teaching career. The completion of this cycle and subsequent preparation and approval of a thesis leads to a Doctors degree.

— **University Education given in university Colleges,** which consists of a single cycle, normally with a duration of three years. The completion of these studies leads to the degree of Diplomate, Technical Architect or Technical Engineer.

The plans of studies in university centres will comprise a common nucleus of compulsory subjects and other optional subjects and will be prepared by the Universities in compliance with the general lines laid down by the Ministry of Education and Science which will approve the curricula on the report of the National Board of Universities.

Evaluation of students achievement will be conducted as statutorily provided by each University, taking into consideration the following guidelines:

1) Priority to evaluation made throughout the course so that final tests will merely be complementary.
2) Joint evaluation to be made by all the student's teachers.

2.5. Professional Training.

Professional Training has as its specific objetive the instruction of students for the exercise of their chosen career. Its organization and yield will be kept in close relation with the structure and prospects of employment. Professional Training will be oriented to the instruction of the pupil in the specific techniques of the profession chosen by him and in those social, economic, management and labour questions which usually arise in it.

It consists of three grades:

1) First grade Professional Training which should be taken by those who have completed the studies of General Basic Education and do not pursue those of Bachillerato. This grade shall be free.
2) Second grade Professional Training, open to those who possess a Bachiller degree and to those who, after completion of first grade Professional Training, take the necessary additional instruction. Successful completion of this grade gives accessibility of the University Orientation Course.
3) Third grade Professional Training, open to those who passed the first cycle of University Education, and to all university graduates and Professional Training graduates who will take complementary instruction.

Retransfer from any of the three grades to other academic levels will be provided for.

Professional training will have the duration required for the acquisition of the speciality concerned, however not exceeding two years for each grade.

2.6. Permanent Education, Specialized Instruction, and Special Education.

The planning of curricula for **Permanent Education** for adults will be based on investigations concerning the needs and aspirations of the different social groups and the various regions, the content of programs for professional improvement,

the methods which this action demands in view of the varying nature of the professions involved and the specific conditions of communication techniques, adult psychology and the basic cultural values of the community.

Two systems for action with respect to permanent education fo adults are laid down by the Law.

a) **In-service occupational reconversion and updating** which will be provided through courses organized by the Ministry of Education and Science and other Departments and by the Syndicate Organization and interested Bodies, Enterprises or Sectors.

b) **Remedial studies and for professional improvement or readaptation** which will be available in centres especially created for this purpose or through specific groups or sectors in the ordinary centres. Thus, the studies of General Basic Education, Bachillerato, and Professional Training may be undertaken by any person who for whatever reason could not take them in due time. This type of permanent education offers other studies for professional improvement, promotion, up-dating and readaptation, and the starting of new activities for cultural extension at various levels.

The educational system is also foreseen to offer several types of **specialized education** which because of their special characteristics are not included in the levels, cycles and grades which constitute the general system.

IV. INTRODUCING THE REFORM

The Education Bill passed, the problem of moving into the new educational system provided by the Law is the fundamental task to be accomplished in the next few years. The Education Law itself —in its first transitory provision— anticipates a ten year period for the enforcement of the reform. This legal provision is entirely realistic: it is necessary to draw up a plan of action which will allow to set up the new educational patterns through an experimental process lasting the foreseen decade. This need stems from the very deep significance of the teaching innovations introduced by the Law which call for a careful investigation, testing and assessment of the results.

This is the spirit which has prevailed in the statutory development of the Law.

Thus, the Decree 2459 of 22 August 1970, dealing with the **time-table for the application of the Reform** fixes a chronological order for the enforcement of the new educational levels, taking into consideration both technical and economic criteria and the situation of students who carry out studies under programs previous to the new Education Law.

The establishment of free General Basic Education complies with the second transitory provision of the General Law on Education. Free instruction shall be effective immediately for the periods of compulsory schooling in state centres

and in other non-state centres previously operating under this system. Free schooling will be extended to other centres during the next ten years.

On the other hand, the Decree 2480 of 22 August 1970, dealing with the **planning of the 1970-71 academic year,** established, on a general basis, the first four courses of General Basic Education.

With regard to experiments, so important for a coherent application of the new educational system, the Decree 2480 of 22 August 1970, has issued regulations on experimental centres and experiments in the ordinary centres. For this purpose, three experimental channels have been evolved. On the one hand, the **pilot Centres,** put under the direct control of the Institutes of Educational Sciences, will be state centres. The **experimental Centres,** under the supervision of the Institutes of Educational Sciences, will likewise be institutions (public or private) designed for educational experimental work, however not on a permanent basis, as they may at any time revert to the ordinary educational system. The possibility of conducting **limited tests** in unreformed centres is also foreseen, based on specific programs approved by the Institutes of Educational Sciences. The Decree 2480/70 has been developed by the Order of 30 September 1970 which contains the rules and regulations pertaining to the mentioned Decree and establishes the procedures for the approval of pilot and experimental centres.

Also by Decree of 22 August, the Elementary Bachillerato final exams have been eliminated, the **evaluation** system replacing them. This will be a **continuous,** i.e. follow the pupil's general progress, and **joint** evaluation, i.e. made by all the teachers concerned rather than separately by each of them. This evaluation represents a real appraisal of the personality of the pupil, including his or her attitudes to the teaching material and continued work. In this way, the rigidity of the previous methods, which solely measure the information level existing at a given time, is avoided. The Decree gives the Ministry of Education authority to extend, even if in principle referred to the Bachillerato tests, the achievement evaluation to other educational levels.

The Order of 16 November 1970 has systematized the general rules for the evaluation, regulating both the guiding principles and the technical conditions to be complied with. Thus, the Order foresees the formation of evaluation 'groups' and 'teams', the initial sounding of the pupil (to gain information on their personality, family environment, and academic, psychological and medical background), and the development of the evaluation process over the tuition period and at evaluation sessions. The Order also regulates the functions of the Education Technical Inspection and claims on grading results. By rules issued by the Directions General of Primary and Secondary Education, of 17 and 25 November repectively, specific instructions are given for the application of the continuous evaluation at Secondary Education Centres and in the General Basic Education.

Of special interest is the Order of 15 September 1970 which deals with one of the most important democratizing principles in the Education Law: **the access to university education for the over 25 year old** who have not undertaken Bachillerato studies. This measure became effective during the first quarter of the 1970-71 course.

The university Orientation Course became operational on an experimental basis during the 1970-71 academic year (Order of 30 September 1970). The experience will enable to compare results in view of regulating its definite application.

On the other hand, the Order of 2 December 1970 passed the **teaching orientations for the General Basic Education.** These orientations are primarily experimental in character, the object of which is to supply educators with an indicative line of action in teaching the material. The cultural and scientific content of the teaching material is included in two large learning areas: 'areas of expression' leading to the acquisition of language forms (verbal, mathematical, plastic, and dynamic language and 'areas of experience' the object of which is the knowledge of the cultural, spiritual, social and natural world. The contents of the different levels of the General Basic Education are also fixed, diversifying and systematizing the knowledge from the second stage to adapt these contents to the development of the pupil's understanding capacity.

Based on these guidelines and in order to study the plan of action for 1971 at this educational level, Working Sessions on General Basic Education were held in Málaga on 17-22 December 1970, with the participation of two hundred specialists, directors of the Institutes of Educational Sciences, Educational Inspectors, and educators.

During 1971, similar meeting will be held at a provincial level, with the participation of over a hundred thousand General Basic Education teachers.

With regard to **control of education fees** and the application of free schooling, two rules have recently been published: the Order of 19 October 1970 which established administrative control over fees charged by non-state educational centres by making such fees subject to the approval of the Ministry of Education and Science, and the Resolution of the Direction General of Primary Education, of 5 December 1970, which gives instructions to the effect that the first four courses of General Basic Education shall be free and that no fees whatever shall be charged to pupils who follow these courses in non-state centres which previously functioned as free centres.

As to the establishment of **university autonomy,** special mention should be made of the approval, by Decree 2,703/1970, of the Provisional Statutes of the University of Santiago. The remaining Statutes have now been approved and are ready for publication.

It should also be mentioned that the coefficient for General Basic Education teachers has been fixed by Decree-Law 16/1970 which further issued the regulations and time-table for its application. This has come as the logical outcome of economic studies made for the financing of the reform. The teachers concerned are allocated a 3.6 coefficient, which will become effective in 1971, based on a percentage of 90, with increases of 2.5 during the next years to reach 100 in 1975.

V. ACTIVITIES WITH REGARD TO THE REFORM

1. EDUCATIONAL RESEARCH

Amongst the operative measures for putting the reform in motion, there stands out (Decree of July and Order of November 1969) the creation of the Institutes of Educational Sciences (I. E. S.) and of the National Centre of Research for the Development of Education (N. C. R. D. E.).

The Institutes of Educational Sciences are conceived as technical organizations for the study and management of all aspects regarding education such as discipline and educational and social action. It is a matter, therefore, of creating a real coordinated network, capable of providing the educational system with research facilities and training and operating schemes fitted to the educational reform and which are top priority needs of the country.

To the I. E. S. are ascribed the jobs of training, improvement and retraining of the teaching profession at all education levels; of active research in the field of educational sciences and of technical advice on educational problems.

The N. C. R. D. E. is an organization which is entrusded with the coordination of the I. E. S. research plans, the training of the latters' teaching staff and, in general, the scientific coordination of the Institutes' work.

The I. E. S. and the N. C. R. D. E. are already realities. At the third meeting of N. C. R. D. E.'s Board of Governors, the first research programmes to be undertaken by the I. E. S. were examined, and on 16 June 1970 the Board of Governors of the National Centre of Research for the Development of Education approved the National Plan for Educational Research. This is a programme involving, for the first time in our country, the coordination of all the educational research projects. From this coordination there immediately emerges the advisability of delimiting the connexions existing between projects dealing with related research areas, by fixing, starting from these connexions, a system of collaborations and contacts among the different Institutes of Educational Sciences to achieve, in each case, optimal yield from the resources employed.

The starting point for the programming has been the projects of studies submitted to the National Centre of Research for the Development of Education by the Institutes of Educational Sciences; these projects follow a pattern allowing the application of the cost analysis system and the programming of activities based on the PERT system.

The projects, forty-one altogether, are grouped under nine general themes:

— **Education and Society** including projects devoted to education, with reference to the different economic sectors of production, achievement of school education for professional work and social conditioning of education.

— **Contents, methods and means of teaching** including studies of the relationships between different cultural spheres, structure and connection of scientific knowledge, the problems of subnormal education, bilingualism, co-education, etc.

— **Teachers,** including investigations concerning origin, orientation, selection, and training.

— **General Basic Education** with research projects devoted to various aspects of its two stages and to pupils failure.

— **Unified, Multi-Purpose Bachillerato and Professional Training** comprising research projects devoted to evaluation of general education and to preparation of questionnaires and texts for the first course of first-grade Professional Training.

— **University Orientation Course and University,** with studies relating to evaluation of U. O. C. experience and to various aspects of university education.

— **Permanent Education** including research projects on accelerated training, out-of-school learning, and formative value of mass communication media.

— **Educational Administration and Planning** comprising several research projects on level of instruction of the working population, school planning, educational statistics, University management, and cost per family of education.

— **Research Methodology** including a project on adaptation of operational engineering techniques to educational planning.

The I. E. S. are also carrying out important work in connection with the programming and organization of pilot or experimental reform centres and in the development of curricula for the training of the teaching profession.

2. PLANNING

Planning action has become very important at the present time in Spanish educational policy. For the purpose of knowing beforehand the possible implications of the Reform in a series of highly relevant quantitative aspects, such as the numerical yield of the educational system, the needs of the teaching profession, the costs of financing the Reform, etc., the Ministry of Education and Science has started a series of planning studies:

2.1. Analysis of supply of the educational system

The first task undertaken in this connection involved the preparation of the **'Spanish model for educational development'** which, taking the macroeconomic Model of UNESCO as a starting point, analyses the evolution over the next ten years of educational supply and enables to estimate aggregate current expenditure on education for this period, the needs of the teaching profession, and the numerical yield of the system. The Spanish Model for educational development thus becomes a scientifically rigorous instrument which makes it possible to analyse the repercussions of any educational policy decision.

Through the application of this model, the Ministry has been able to draw up **estimates of the growth of the educational system** allowing to study the

incidence of the Reform on each educational level, to analyse the structure of the transition towards the new system, and to obtain data on such significative variables as norms for current cost, evolution of the needs of the teaching profession, determination of norm for capital costing, etc.

On this basic, it has been possible to prepare the **schedule for implementing the Reform.**

Preparatory work has also been undertaken for a **PERT program for implementing the Educational Reform** which will make it possible to anticipate, with full technical guarantees, the measures to be taken at each educational level.

2.2. Analysis of Educational Demand.

For a more adequate knowledge of social demand for education, the Ministry is now completing work on a **School Map.** The 'School Map' is a technical instrument of great importance for putting the educational Reform in motion, as it will allow to analyse on the territorial variables, any adjustments of the school population with the services of the educational system, based on an accurate knowledge of the location of centres, their state of repair, equipment available, the needs of the teaching profession, and the number of students.

The school Map will determine the optimal location of education centres in order to achieve the schooling targets set in the educational planning with the highest degree of yield and lowest investment costs.

To incorporate the estimates of growth of the educational demand in the Spanish Model for educational development, studies are now being carried out for a **recasting of the model** which will also be expanded in relation with the deggregation of current costs and the incorporation of new analytical concepts.

2.3. Regional and Provincial Educational Plans.

Planning activity has also been geared to the development of regional and provincial educational plans. In March 1970, the fundamental aspects of regional planning in Galicia were revealed to the public, and a final study published in the month of August. At the present time, the Ministry is preparing the second edition of this plan which will include a programming of school buildings up to 1975.

New projects are being prepared for regional planning in East Andalucía and the Canary Islands, and for provincial planning in the Baleares, Cádiz and Vizcaya. Special plans have also been undertaken for the Tierra de Campos and the Tajo-Segura water transfer areas.

3. CREATION OF AUTONOMOUS UNIVERSITIES

The gravity of the problems raised by the concentration of university education in the big towns, through a higher education structure conceived according to the principle of university districts, with a single University and within

a uniform system of management, started the urgent revision of this structure in 1968. The Decree-Law of June 1968, on measures for the urgent reorganization of university structure, finally met this problem through the establishment of Autonomous Universities. Is its operative part, the Decree-Law creates a new Madrid University which will consist of the Faculties of Political Sciences, Economics and Business (Economics Section), Law, Philosophy and Letters, and Medicine; another new Barcelona University. It also empowers the Government to decide on the faculties which will have to be incorporated in Bilbao University which initially will have the Faculty of Political Sciences, Economics and Business (Economics Section) and the Faculty of Medicine. The establishment of a Faculty in Santander, San Sebastián, and Badajoz is also authorized, and Polytechnical Institutes are being founded in Barcelona and Valencia. The governing bodies of the new centres are organized so that, strengthening their functional and financial autonomy, the typical tasks of teaching are separated from those which are administrative.

4. DATA PROCESSING CENTRE. INSTITUTE OF INFORMATICS

To achieve an integrated management of the whole educational system, based on the use of an electronic computer as a necessary instrument for the processing of data and the automation of administrative tasks, the Ministry of Education and Science has created, within the Subsecretariat, the Data Processing Centre. The Centre has been equipped with a UNIVAC 1108, II computer. Also, the installation is provided for in the Provincial Delegations, as peripheral equipment intended for the collection of data, of 50 Philips P-351 and 30 Facit 6.201 machines.

In connection with research and teaching of the Sciences of Informatics, there stands out the creation, by Decree of March 1969, of the Institute of Informatics, the basic function of which, apart from being a pilot centre in the teaching of the sciences related to the processing of information, is to unify the existing directrices in this matter ,coordinating the tasks of research and University and private centre teaching.

The Institute gives secondary level instruction (codification of data and instruction for operators) and higher level instruction (programmers and applications or systems and system techniques analysts).

5. FINANCING

With regard to finance, the following tables show the development of the budger allowances for the Ministry of Education and Science for the years 1968, 1969, 1970, and 1971, and the percentage increases of public expenditure on education for these years.

DEVELOPMENT OF BUDGET COSTS ON EDUCATION (in 000's pesetas)

	1968		1969		1970		1971	
	Amount	%	Amount	%	Amount	%	Amount	%
CURRENT COSTS...	16,030,400	64.88	22,381,783	64.42	27,882,463	65.68	38,703,101	65.68
CAPITAL COSTS ...	8,675,250	35.12	12,357,050	35.58	14,564,600	34.32	19,428,500	33.42
TOTAL COSTS	24,705,690	100	34,738,788	100	42,447,063	100	58,131,601	100

PORCENTAGE INCREASES

	1968	1969	1970	1971
CURRENT COSTS	100	139.62	173.93	241.43
TOTAL COSTS	100	142.44	167.88	233.95

6. STUDENT PROMOTION

With regard to pupil protection there stands out the approval, by Order of 27 July 1970, of the 10th Investment Plan of the Principle of Equal Opportunity scheme with a total amount of 3,000 million pesetas.

Of this amount, 577 million pesetas correspond to Primary Education (school meals, holiday camps, school transport, education of mental deficient children, etc.); 1,198 million pesetas for Secondary and other assimilated Education (study scholarships, meals, and transport); 472 million pesetas for Professional Education; 87.2 million for School Teaching and Special Education studies, and 469.3 million for Higher and Middle Grade Technical Education. For graduate grants and for registration allowances and Pupils Insurance 40.5 and 105 millions pesetas are provided for, respectively.

Scholarship grants represent an important increase with respect to the previous year. Thus, in Primary, the allowances will cover the individual cost of the service. In Secondary, the allowances will range from 4,000 to 28,000 pesetas, and in Higher Education, from 6,000 to 42,000 pesetas.

The management of the 9th Investmen Plan (1969-1970 course) showed the following results:

1. **Individual allowances:** 235,541 allowances amounting to 1,943,684,900 pesetas.
2. **Allowances for primary education pupils:** 230,423 allowances amounting to 883,441,000 pesetas.
3. **Workers' professional improvement:** allowances for a total amount of 79,500,000 pesetas.
4. **Pupils Insurance:** payment of pupils fees for a total of 100 million pesetas.
5. **Other allowances** for an amount of 55 million pesetas.

7. BUILDING AND INSTALLATION OF EDUCATIONAL AND CULTURAL CENTRES

7.1. Buildings.

In 1971, the policy of building new educational centres of all types and levels has continued at a fast pace, with application of credit allocations from the Social and Economic Development Plan.

Thus, **in higher education,** building of the three big Autonomous Universities in Madrid, Barcelona and Bilbao has started. In 1971, these will be completed, in their first phase, with a total of 18,900 new places.

During 1970, the new buildings for Salamanca Faculties of Sciences; Philosophy and Letters, Barcelona (Autonomous), and Medicine, Madrid (Autonomous), as well as trose of Madrid Literary University, Valladolid School of Technico-Sanitary Assistants, Residence of the Clinical Hospital and Granada university Polygon came into service. Further, works were completed for expansion of Zaragoza Faculty of Science and of Philosophy and Letters, as well as the building for the Laboratory of Geologics in Madrid Faculty of Sciences.

Building work has continued for Cádiz Faculty of Medicine; for seminars at Cádiz Political Sciences and Economics Faculty; adjustment works at Murcia Faculty of Sciences; at the Anaya Palace to serve as Salamanca Faculty of Philosophy and Letters; building of Santiago Faculty of Pharmany and Biological Sciences; Santander Sciences Faculty; expansion of Valladolid Faculty of Philosophy and Letters; building adjustments for Library and seminar facilities at Santiago Faculty of Philosophy and Letters; building of Technico-Sanitary Assistants Schools in Santander and Valencia, and of a pilot processing plant at Córdoba Faculty of Veterinary Science.

In the course of 1970, other important university works have been initiated: Badajoz Faculty of Sciences; Barcelona College of Stomatology; expansion of Biologics and Mathematics Sections of Granada Faculty of Sciences; reconditioning of Madrid Faculty of Medicine and of Salamanca Faculty of Sciences; reform and reconditioning of Santiago Faculty of Medicine; a built-in swimming-pool at Santiago University; building of Sevilla College of Fine Arts; Valencia Faculty of Political Sciences; construction of Zaragoza University inter-faculty building and Administration Ward, and Faculty of Medicine in the same University.

Total investment in the above-mentioned works, completed or under construction, together with the cost of furniture and equipment available at the new buildings put into operation, has amounted to 2,777.09 million pesetas plus another 494.200 corresponding to works in progress at the now Clinical Hospitals in Granada, Madrid, Sevilla, and Zaragoza, and expansion of that in Barcelona. Also, the building of Salamanca Clinical Hospital has been undertaken.

Special attention has also been given to **higher technical education.** New buildings have been added to Madrid College of Higher Studies for Civil Engineers and to the Enology plant in that of Agricultural Engineers, and Valencia Institute of Higher Polytechnical Studies completed and made operational in their first phase, including urbanization.

Works are under way for new Laboratories at the College of Forest Engineers, for expansion of that of Architecture, and construction of a new ward in that of Mining in Madrid.

The investment in works carried out in higher technical education Centres amounts to 201.47 million pesetas, plus 357.88 million for installations both in new buildings and in Centres already in existence.

Buildings of Residential Colleges and Residences has proceeded to the extent of the financial means available. Building activity has continued for the Residential Colleges «San Jerónimo» in Granada and «Oviedo in Salamanca», and the building of new Residential Colleges in León, Murcia and Zaragoza started. Other works undertaken include the reconditioning of the «Burgo de las Naciones» building for the University Residence in Santiago, a new Students House in Málaga and university refectories in Salamanca and Santiago. The aggregate cost has been 78.6 million pesetas, plus 38.4 million in grants to private institutions.

New buildings for **middle grade technical education** were completed during 1970, as follows: Busines Colleges in Murcia, Vitoria, Ciudad Real and Ceuta; Technical Colleges of Industrial Engineering in Bejar; of Architecture in La Laguna, and of Mining Engineering in Torrelavega. In all, nine Centres at this level.

At varying stages of construction are the new Technical Colleges of Mining Engineering in Almadén, Bélmez, Manresa, Mieres and Cartagena; of Agricultural Engineering in Badajoz and Ciudad Real, of Architecture in Granada, of Topography and Aviation and of Communications in Madrid-Vallecas, and the Language School in Zaragoza. In addition, there are the building projects, started in 1970, for Industrial Engineering Technical Colleges in Madrid and Valladolid and for the expansion of Sevilla College of Architecture. These projects, including the cost of furniture and equipment for Centres at this level, have represented an investment of 421.99 million pesetas.

To meet the growing demand for **Bachillerato** schooling the following action has been taken: 78 new Institutes have been brought into operation, providing 71,546 new places, and the building of 40 more has been undertaken, apart from continuing the construction of another 24. Also, other works have been carried out for additional facilities in five Institutes and in seven Delegated Sections turned into Institutes.

These and other adaptation and repair works executed in various Centres reached a total value of 1,003.61 million pesetas. Furniture and material supplied came to a total of 458.49 million pesetas.

In connection with industrial occupational training, building activity has started for two Schools in Madrid, one especially intended for mental deficient pupils capable of receiving occupational instruction, as well as the School of Industrial Apprenticeship in Aranda de Duero.

In the sphere of Applied Arts and Artistic Occupations, new building are in construction for Schools in Burgos, Madrid, Pamplona, Tarragona and Motril, with a total investmen of 117.91 million.

At the level of **primary education,** progress has been made towards the creation of new places planned to fully cover the demand for schooling in buildings fitted to the population in compulsory schooling age. 597 new Centres have been completed with a total of 4,933 units and 197,320 places. Further, 1,545 dwellings for teachers have been built. At the end of the year, 665 additional Centres were in the process of construction with a total of 8,799 units and 351,960 places. At the same time, 1,588 dwellings for teachers were being erected. In the private sector, with grants given by the Ministry of Education and Science, 1,000 school places have been created, in addition to four Subnormal Education Centres, three Home-Schools, 20 refectoris, and 74 dwellings for teachers. All of this has represented an investment of 4,083 million pesetas.

The reconditioning of the buildings of Teacher Training Schools is in its final stage. In 1970, this work was concluded in Segovia and Ciudad Real, continued in Santiago and Huelva for completion in 1971, and that started in Tarragona will be finalized in 1972. Consequently, the 55 Teacher Training Schools will each dispose of a building perfectly equipped.

It is important to mention the coming into operation of the National Centre of Pedagogics for the Deaf in Madrid.

Plans for the building of **Spanish educational centres** abroad were considerably advanced during 1970, both in countries with Spanish population and in other countries to which we are linked with ties of brotherhood. In Morocco, important undertakings are in progress (Casablanca, Tanger, Rabat, etc.). In Portugal, sites have been acquired for a new Institute and a General Basic Education Centre, the building of which will be initiated in 1971. In Equatorial Guinea, within a program of assistance to that country, a 16-section Primary Education Echool has been set up, in addition to over 200 boarding places in Santa Isabel and a similar Centre in Bata, involving a total investment of 96.37 million pesetas. In this aspect of the Department's action abroad, the creation of a Primary School Board for Emigrant Education should be noted. In cooperation with the Ministry of Labour, primary schools will be created as required for the instruction of emigrants' children and for the former's cultural promotion.

In the **sector of cultural action,** works were initiated for a National Museum of Contemporary Art and for new exhibition rooms in the Museum of Decorative Arts in Madrid, and carried on for erecting a Museum of Fine Arts in Albacete. Works for improvement and safety of the Prado National Museum and for a reform and expansión of the National Archaeological Museums and Sevilla were also undertaken.

Progress has been made in the building of new Administration General Archives at Alcalá de Henares, in the reform of Avila Historical Archives, and in the modernization of the National Historical Archives in Madrid.

In the National Library, work is being carried on for its reconditioning. In the provinces, 18 new Public Libraries have been built and the building of another sixteen initiated.

The construction of eight Cultural Houses has proceeded and the building of two more initiated.

7.2. New Rules on Educational Building.

The educational Reform has made it necessary to revise architectural criteria for the building of educational centres to adapt them to the new teaching techniques and methods and to the new educational system laid down by the General Law on Education. For this purpose, a Coordinating Committee for the Standardization of Educational Buildings and Installations has been set up and entrusted with the preparation of requirement plans, organization outlines and technical conditions for the new centres. By Order of 10 February 1971, these plans were approved for General Basic Education centres which call for the determination of the necessary educational areas, the composition of each area and the space required.

In **General Basic Education,** based on a differentiation of its two stages, the centres are designed to meet a general need for flexibility in th grouping of pupils. Consequently, a series of spaces and environments are planned to facilitate the different learning situations through the following distinctions: 1) space for the large informational group which consists of a large number of pupils; 2) space for the standard conversational group made up by the pupils in an average class; 3) space for the small group doing team work (about six to eight pupils), and 4) space for the isolated student doing independent work.

The planning of **Bachillerato Centres** is based on the existence, at this level, of compulsory and optional subjects and the influence of new teaching methods which impose a dynamic grouping system in which, in contrast to fixed groups with rotation of teachers, the pupils themselves get together in different ways and occupy different places according to the activities to be undertaken. Consequently, the centres are architecturally conceived to offer new characteristics in the planning and qualitative and quantitative distribution of spaces and intended to provide an environment adequate to the task of learning. The four groups are the same as those mentioned for the General Basic Education Centres.

8. REVISION OF EDUCATIONAL ADMINISTRATION. REORGANIZATION OF THE MINISTRY OF EDUCATION AND SCIENCE

The structure of educational administration has also been the subject of revision to adapt it to the growing responsibilities which the new educational system demands.

The White Book and the General Law on Education itself anticipated this need for reorganization so that the administration would be able to serve efficiently the new orientation of the educational policy, take on the growing and complex responsibilities which belong to which in connection with the country's education and obtain the greatest possible yield from the human and economic resources available.

For such purpose, a working group and a management committee for it was set up by Order of the Cabinete Office in January 1970 in order to prepare a study with regard to a new functional reorganization of the Ministry of Education and Science to adapt the administrative structures to the needs which will arise

from putting the educational Reform in motion. The working group has already prepared its study proposing the bases for a functional regrouping of the services of the Ministry of Education and Science.

In its conclusions, the report of the Working Group underlined the incompleteness of the traditional organization and emphasized the need of a deep reform of the Department's organization.

This reorganization was made by the Decree 147/1971 of 28 December. The fundamental principles of the new structure have been: **unity, functionality, and rationality.** The principle of unity conveys the need to adjust the Administration to the new unitary concept of the educational system introduced by the General Law on Education. An educational system unitarily understood corresponds with an administration based on unity of direction. In this way, the competences of the new Directions General have been established in conformity with a functional criterion which gives them some homogeous functions in connection with the educational system. Thus, a higher technological level has been attained in the various facets of educational administration and it has been possible to approach with a unitary criterion the adaptation of the present system to the principles of the Law and to plan its development with a complete knowledge of its requirements and a more rational distribution of the resources. Thus, in accordance with the Decree, the Ministry of Education and Science, under the high direction of its Minister, has been organized with the following branches: 1) **Subsecretariat,** with functions as per the Law on Legal Status of the Administration and with the mission of coordinating the actitvity of the remaining Executive Centres of the Department. This division is also in charge of conducting matters to be submitted to the Cabinet or to the Government Delegated Committees. 2) **Direction General of Professional Training and Educational Extension** which will have the responsibility of the protection and assistance to students, the development of out-of-chool activities, the programming and extension of Professional Training, Permanent Education, Special Education and long-distance Education. 3) **Direction General of Educational Planning,** the functions of which are: the preparation of curricula, the ratification of studies, research work and advice on teaching methods and media, the development of programmes for the training of teachers and evaluation of pupil achievement. 4) **Direction General of Personnel,** entrusted with the development of studies and norms and the exercise of the Department's competences with regard to personnel. 5) **Direction General of Programming and Investments** which has, among other functions, that of planning and drawing up estimates in connection with the growth of the educational system; the study of budget policy and the drafting of the Department's budget. 6) **Direction General of Universties and Research** which has the responsibility of exercising the Department's competences in connection with the Universities and the present Polytechnical Institutes, and the promotion and coordination of scientific research at a national level. 7) **General Technical Secretariat,** the duties of which are laid down in Article 19 of the Law on the Legal Status of the Administration. 8) **Directions General of Archives and Libraries and of Fine Arts** which retain their previous competences although their organization is subject to future revision, particularly in connection with educational planning, educational centres and personnel.

9. DECENTRALIZATION AND UNIFICATION OF PROVINCIAL EDUCATIONAL ADMINISTRATION

The reorganization of provincial educational administration in order to endow it with a greater degree of functional rationality, was started by the Decrees of November 1967 and September 1968. These Decrees shape provincial educational administration by combining the different provincial departments of the Ministry into Provincial Delegations. Subsequently, the Order of February 1969 concluded this process of organizational consolidation and began another -that of decentralizing the decision-making powers, up to now exercised by the central bodies of the Department, to the Provincial Delegations. This second process has culminated with the approval of the Decree 3855/1970 which, in accordance with the General Law on Education, makes the Provincial Delegations responsible for managing, coordinating, programming and carrying out the administrative activity of the Department on a provincial scale. The new structure laid down by the Decree will allow to approach educational administration with a complete picture of provincial nees, facilitating a more agile management by decentralizing or delegating the competences up to now held by the central departments of the Ministry. Further, a wide channel is open for the participation of the community in the educational reform through the Provincial Educational Boards and through the University District Board.

VI. INTERNATIONAL COOPERATION IN THE SPANISH EDUCATIONAL REFORM

1. COMMITTEE OF INTERNATIONAL COOPERATION IN THE EDUCATIONAL REFORM IN SPAIN

The General Conference of UNESCO in 1968 approved the incorporation in its programme of activities, the co-operation with countries which because of their level of development are normally not granted technical aid for the application of educational reforms and plans. The Spanish Government, based on that agreement, requested the assistance of UNESCO to set up a Committee of International Experts in education, sociology, psychology and economy who would cooperate with the Ministry of Education in the development of certain aspects of the educational Reform and promote international support for it. UNESCO agreed to this request, providing the necessary technical assistance for the selection of international experts and supplying part of the financial means needed for the formation and functioning of this Committee.

The first meeting of the Committee was held on 3-7 March 1969. A report on the Meeting was published including some views on the 'White Book' on Spanish education and recommendations on educational research, permanent education, evaluation of educational achievement, International co-operation in the Educational Reform, strategy and tactics for the application of the Reform.

A second meeting was held in November 1969 to study especially problems concerning the training of teachers, experiment and research, which are entrusted to the network of Institutes of Educational Sciences.

A third Meeting of the International Committee is scheduled to take place in Madrid during the first half of 1971.

2. PROGRAMME OF THE INTERNATIONAL BANK OF RECONSTRUCTION AND DEVELOPMENT

On 30 June 1970, the Spanish Government signed a credit agreement with the IBRD for the joint financing of a project for building and putting into operation nineteen General Basic Education Centres, twenty Unified Polyvalent Bachillerato Centres, and eight Institutes of Educational Sciences for the training of teachers. The project also includes the purchase of equipment needed for research work at the NCRDE and technical assistance essential for the application of the educational reform.

The total cost of the mentioned project is 24 million dollars, of which 12 is financed by a loan from the World Bank which became effective at the beginning of 1971. This loan will be repaid over a period of twenty years, starting after the first five years.

The most salient feature of the project lies in the fact that, for the first time, the World Bank is directly financing the establishment of General Basic Education centres, first level of educational training, which up to now was only indirectly financed through the training of teachers.

The Plan covers the whole country, though mainly concentrating on the Galicia region, and the centres are on an experimental basis.

By Decree of 22 October 1970, an administrative Unit was set up in the Ministry of Education and Science and commissioned with the operation and supervision of the educational program financed by the world Bank.

3. COOPERATION WITH THE EDUCATIONAL REFORM IN SPAIN. FORD FOUNDATION

In order to cooperate with the Educational Reform in Spain, the Ford Foundation has approved a grant, the funds of which will be used for scholarships to Spanish educators to pursue studies in the United States and in Europe, and for financing a small number of foreign consultants who will be able to do specific technical tasks for short periods.

This grant represents, therefore, a contribution to the NCRDE and to the IES and offers opportunities for improvement particularly to those who are bound to play an important role in the reform of educational methods and innovations in the training of educators, including specialists in teaching and educational research and in educational financing and administration.

Some thirty to forty scholarships will be granted to NCRDE and IES staff members and to other academic staff cooperating in the Reform.

Of the total funds granted —some 28 million pesetas ($ 400,000)—, 23 million will be used for scholarships to Spanish educators, and the remaining 5 million pesetas for the financing of consultants. The first grantees for these scholarships have already been selected by the National Committee.

VII. INITIATION OF PREPARATORY WORK FOR THE THIRD SOCIAL AND ECONOMIC PLAN ON EDUCATION

In order to accomplish the necessary work for the preparation of the 3rd Social and Economic Development Plan, a Committee for Education and Professional Training has been set up. This Committee is formed by over two hundred persons coming from different Organizations and Bodies, both public and private. For the purpose of ensuring the utmost efficacy in this work, it has been deemed advisable to form seven Sub-Committees: General Basic Education, Bachillerato and University Orientation Course; Higher Education; Professional and Adult Education; Research; Archives and Libraries and Fine Arts. These Sub-Committees will do work and studies referred to their levels and will then submit their reports to the Plenary Committee which is entrusted with the coordination and drafting of the definite Plan for the Sector.

VIII. TOWARDS THE SHAPING OF A NEW SCIENTIFIC POLICY

Parallel to the Educational Reform, a process of analysis of the present situation of scientific and technical research in Spain has also been started. The work on this matter which is very advanced at this time, is leading towards the publication in the near future of some bases for a scientific policy.

For such purpose, various activities and meetings have taken place both at national and international level. In May 1969, the 'National summary of the present situation and prospects of Spain's scientific policy' was prepared as a preliminary work to the main informative document of the Conference of Science Ministers of the European area of UNESCO.

Already in 1970, the 'National examination of Spanish scientific policy' took place, in collaboration with the OECD and the cooperation of UNESCO, in a similar manner to the Examinations which the Committee of Scientific Policy of the OECD has previously carried out in Switzerland, Belgium, France, England, Germany, the USA, Italy, Canada, Japan, and Norway. The experts appointed by the OECD carried out their first mission to Spain in February 1970. On this occasion, an OECD document was examined entitled 'Report and recommendations on Spanish scientific policy'.

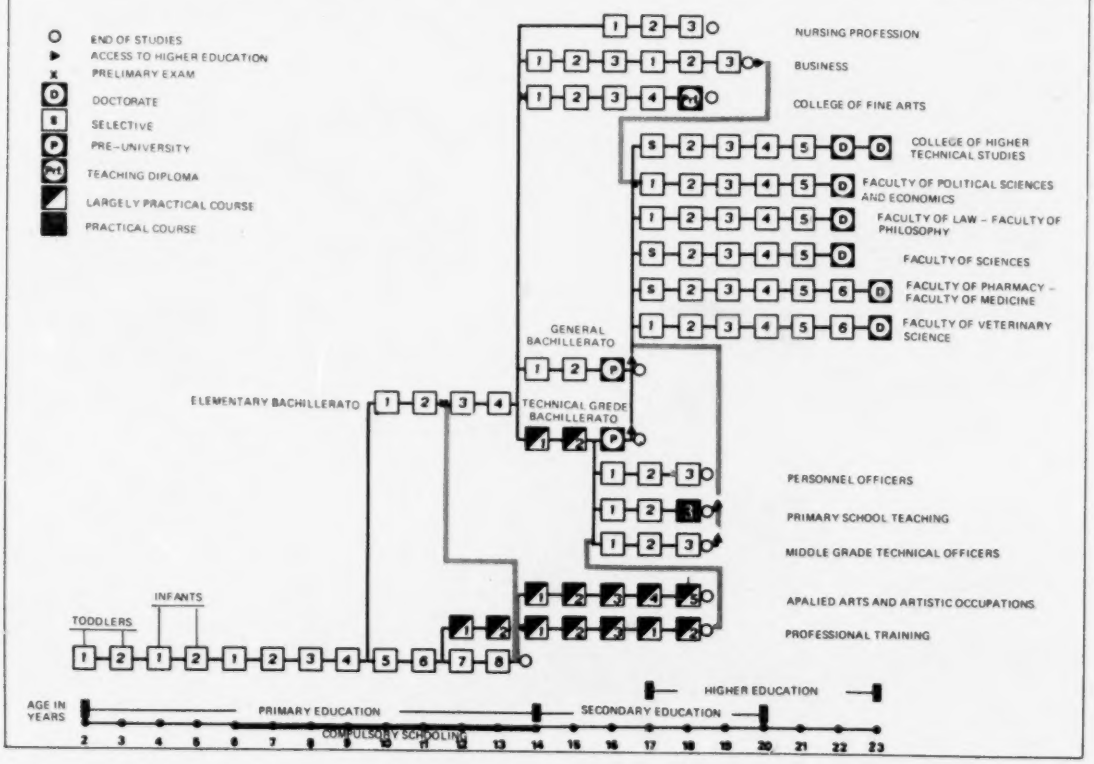
It is hoped that the bases for a scientific policy will appear, after the numerous consultations which its publication involves, in the near future.

A new study, now in preparation, relating to cultural action will not be long in coming.

ANNEXED

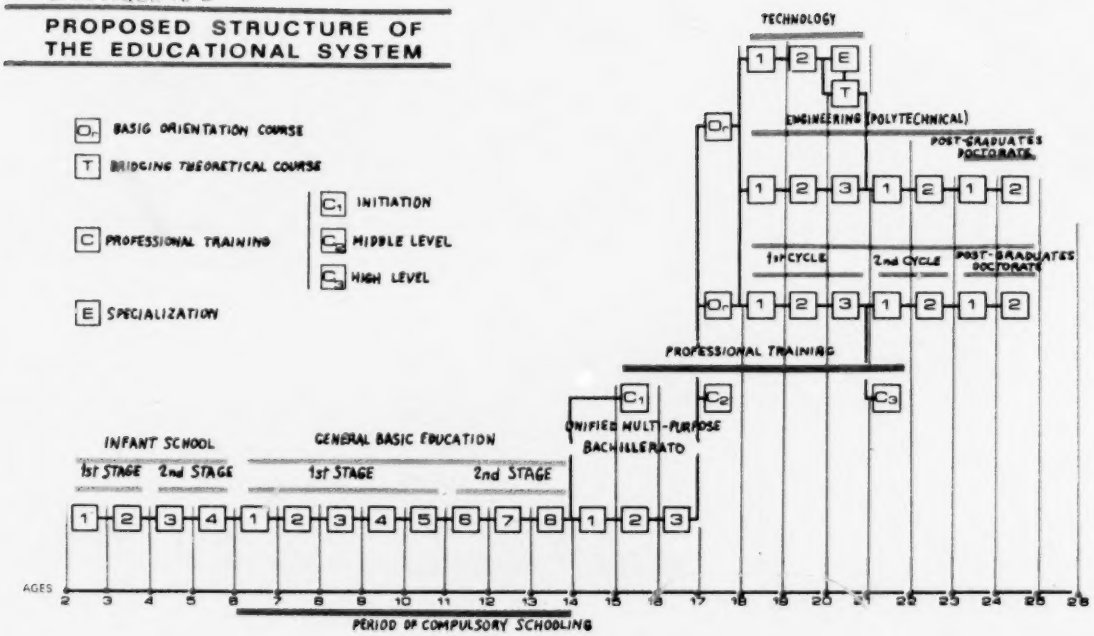
GRAPHIQUE N.° 1

STRUCTURE OF THE EDUCATIONAL SYSTEM 1968

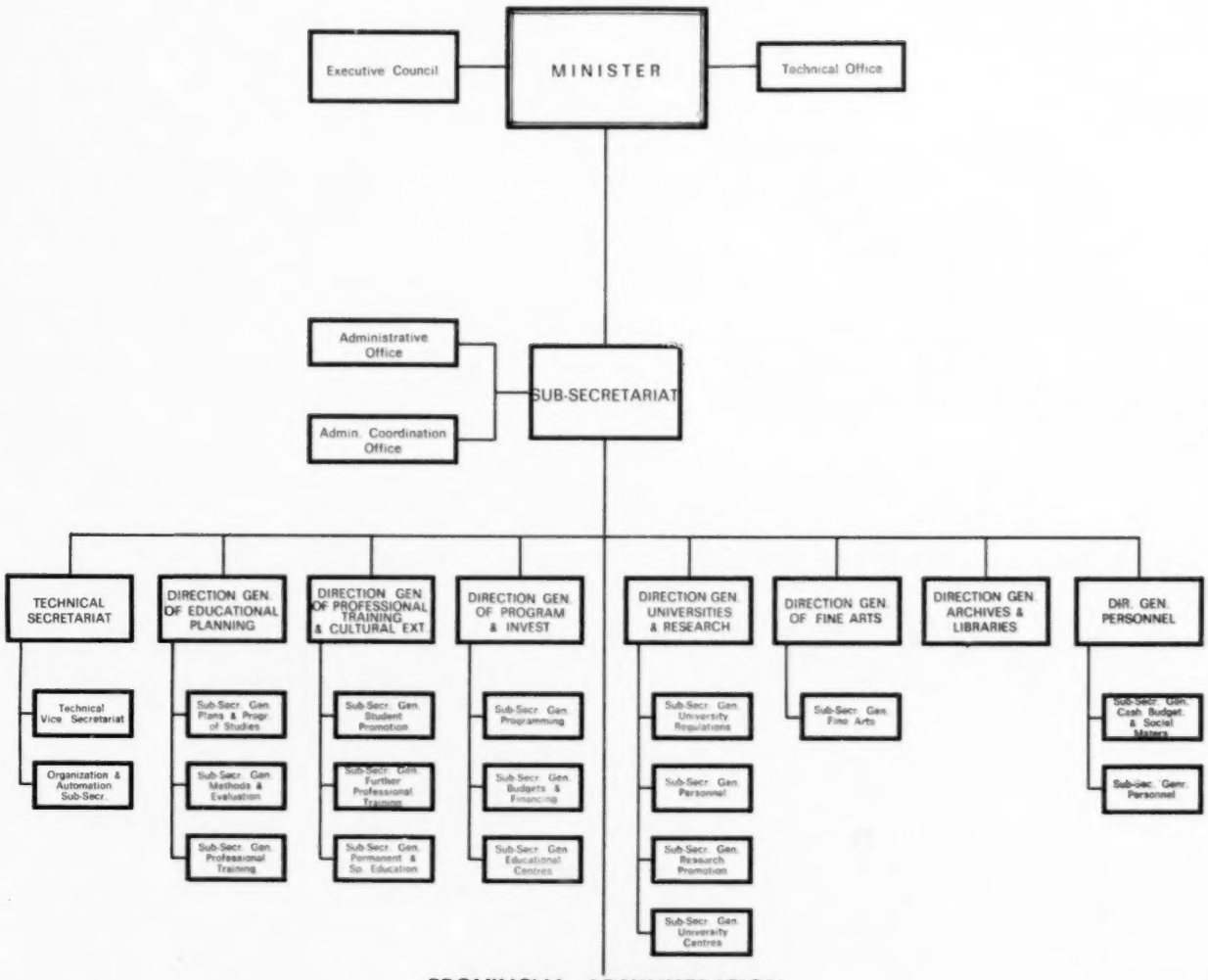


GRAPHIQUE N: 2

PROPOSED STRUCTURE OF THE EDUCATIONAL SYSTEM



CENTRAL ADMINISTRATION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Technical Office
Administrative Office
Admin. Coordination Office
SUB-SECRETARIAT
TECHNICAL SECRETARIAT
Technical Vice Secretariat
Organization & Automation Sub-Secr.
DIRECTION GEN. OF EDUCATIONAL PLANNING
Sub-Secr. Gen. Plans & Progr. of Studies
Sub-Secr. Gen. Methods & Evaluation
Sub-Secr. Gen. Professional Training
DIRECTION GEN. OF PROFESSIONAL TRAINING & CULTURAL EXT.
Sub-Secr. Gen. Student Promotion
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Sub-Secr. Gen. Permanent & So. Education
DIRECTION GEN. OF PROGRAM & INVEST
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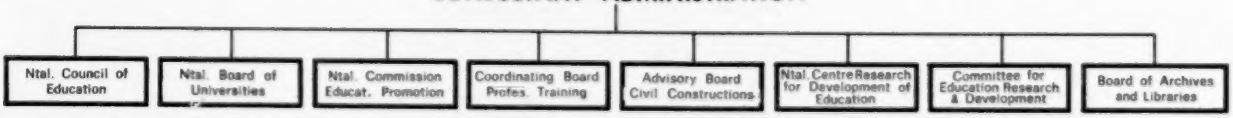
Sub-sec. Genr. Personnel

PROVINCIAL ADMINISTRATION

PROVINCIAL DELEGATIONS

CONSULTANT ADMINISTRATION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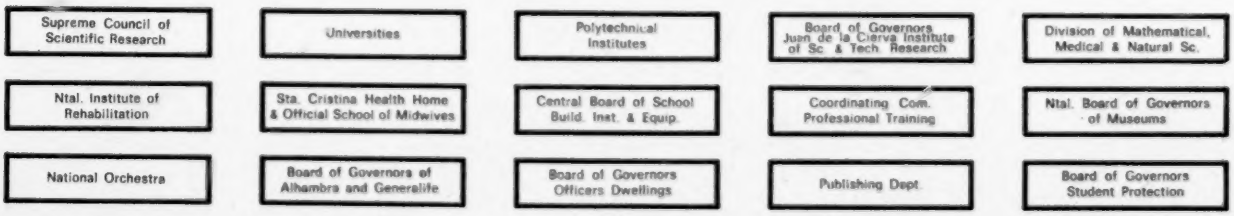
Ntal. Board of Universities
Ntal. Commission Educat. Promotion
Coordinating Board Profes. Training
Advisory Board Civil Constructions
Ntal. Centre Research for Development of Education
Committee for Education Research & Development
Board of Archives and Libraries

INSTITUTIONAL ADMINISTRATION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National Orchestra
Board of Governors of Alhambra and Generalife
Board of Governors Officers Dwellings
Publishing Dept.
Board of Governors Student Protection

INTERNATIONAL SEMINAR ON PROSPECTIVE OF EDUCATION

With the Co-operation of UNESCO

Madrid, Monday 12th-Saturday 17th April 1971

Place: National Centre of Research for the Development of Education, University City
(Access close to the Faculty of Law, Universidad Complutense)

Time: Morning: From 10 to 13.30 hours
Afternoon: From 17 to 19.00 hours

THIRD MEETING OF THE COMMITTEE OF INTERNATIONAL COOPERATION FOR EDUCATIONAL REFORM IN SPAIN

(Extraordinary Meeting)

Wednesday 14th and Thursday 15th April 1971 in the afternoon

Proyecto de Calendario

LUNES 12	Mañana	Recepción	Visita CENIDE	
	Tarde	GRUPO 1	TEMA I	GRUPO 2
MARTES 13	Mañana	GRUPO 1	TEMA I	GRUPO 2
	Tarde	GRUPO 1	TEMA II	GRUPO 2
MIERCOLES 14	Mañana	GRUPO 1	TEMA II	GRUPO 2
	Tarde		LIBRE	
JUEVES 15	Mañana	PLENARIO		
	Tarde		LIBRE	
VIERNES 16	Mañana	PLENARIO		
	Tarde	EL PROYECTO DE INVESTIGACION ESPES 2000 INSTITUCIONALIZACION DE LA PROSPECTIVA		
SABADO 17	Mañana		CLAUSURA	
	Tarde			

Proposed Timetable

MONDAY 12	Morning	Reception	Visit to CENIDE	
	Afternoon	GROUP 1	TOPIC I	GROUP 2
TUESDAY 13	Morning	GROUP 1	TOPIC I	GROUP 2
	Afternoon	GROUP 1	TOPIC II	GROUP 2
WEDNESDAY 14	Morning	GROUP 1	TOPIC II	GROUP 2
	Afternoon		FREE	
THURSDAY 15	Morning	PLENARY		
	Afternoon		FREE	
FRIDAY 16	Morning	PLENARY		
	Afternoon	PROPOSED RESEARCH ON ESPES 2000 INSTITUTIONALIZATION OF PROSPECTIVE STUDIES		
SATURDAY 17	Morning		CLOSING	
	Afternoon			

Projet de Calendrier

LUNDI 12	Matin	Réception	Visite CENIDE	
	Soir	GROUPE 1	THEME I	GROUPE 2
MARDI 13	Matin	GROUPE 1	THEME I	GROUPE 2
	Soir	GROUPE 1	THEME II	GROUPE 2
MERCREDI 14	Matin	GROUPE 1	THEME II	GROUPE 2
	Soir		LIBRE	
JEUDI 15	Matin	REUNION PLENIERE		
	Soir		LIBRE	
VENDREDI 16	Matin	REUNION PLENIERE		
	Soir	LE PROJET DE RECHERCHE ESPES'2000 INSTITUTIONALISATION DE LA PROSPECTIVE		
SAMEDI 17	Matin		CLOTURE	
	Soir			

MEC

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